

## **SAMPLE CDIP PROCESS & COMPONENT – SCHOOL NUTRITION**

**District Name** Hope Unified School District

**Component** School Nutrition Program

**Manager** School Food Services Director

**Dates** July 1, 2006 – July 1, 2007

### District Needs Assessment Process:

The school food services director for Hope Unified school district assisted each school's cafeteria staff with self-studies based on the SI-SNP for each school.

1. Teams were formed in each school that included all cafeteria staff, one teacher, one parent and one student.
2. SFSD for Hope Unified District conducted an internal training with teams on using SI-SNP.
3. Each school team visited another school within the district to conduct a peer review.
4. Results of the peer review were shared at a district-wide meeting of all school teams. School results were shared with councils for school use.
5. Three district-wide priorities were identified for CDIP purposes.

### Findings from District Wide Needs Assessment Based on SN-SNP:

ADMINISTRATION - Standard 1: The master schedules for the school day approved by school councils act as a barrier to access breakfast and lunch for some students. Transportation issues prevent some students from accessing a full breakfast (e.g. buses are consistently late). Students are rushed through breakfast and lunch lines without adequate time to make their own food choices. Menus are planned in advance and meet the requirements of the regulations but food offerings are limited in terms of choices and variety. Meal periods are at the minimum length allowed (10 minutes for breakfast/20 minutes for lunch).

NUTRITION - Standard 5: References to health and learning readiness of students is not contained in the curriculum improvement plans of the district or schools for PLVS or in interdisciplinary units of study created for use by teachers K-12. Teachers are unaware of basic nutrition principles and rarely cover them in class. Teachers have little or no resources with which to address nutrition education in the classroom. Classroom assessment tasks do not include any activities related to nutrition content.

COMMUNICATION - Standard 8: The district SFS Director and cafeteria manager have little or no contact with school personnel other than the principal. The SFS Director and cafeteria managers do not communicate on any regular basis. Teachers routinely use sweet and sugary food and beverage items as incentives or rewards for desired classroom behavior. Information on alternatives to using non-food items for rewards is not shared with teachers. The local board is given a minimal written report each month regarding the school nutrition program, but no connections are made with the district improvement plan. The cafeteria manager and staff are not responsive to requests for accommodations from parents or students with special dietary needs. Parent newsletters do not mention the school breakfast and lunch programs. Fund raising policies from the school and district do not mention the types of food and beverage items that can be sold by booster clubs and other fundraising groups in the school. Menus are only available from the school in the cafeteria upon request.

Priority Needs
<ol style="list-style-type: none"> <li>1. School schedule issues need to be addressed to ensure adequate time for breakfast and lunch to allow students time to eat.</li> <li>2. District transportation schedules need to be reviewed to ensure that buses are on time every day to allow students time to eat.</li> <li>3. Curriculum documents must intentionally include basic health and nutrition information as part of instruction.</li> <li>4. Teachers must have access to and teach basic health and nutrition information to students.</li> <li>5. Communication between the school and district food services staff and administrators must improve to ensure compliance with laws and best practices that will benefit students.</li> <li>6. Parents and community stakeholders need more information about school lunch menus and goals of the school nutrition program through multiple communication methods.</li> </ol>
Causes and/or Contributing Factors for Priority Need
<ol style="list-style-type: none"> <li>1. Council and principal do not consult the school based food services staff when creating the master schedule.</li> <li>2. Council is not informed about best practice for the School Nutrition program.</li> <li>3. District transportation director has been made aware of bus schedule issues but no action has been taken that has resulted in buses arriving on time in middle and high schools.</li> <li>4. District curriculum committee does not place importance on nutrition information and incorporate it into the approved curriculum.</li> <li>5. Superintendent does not required representation from the school food services director for the purpose of comprehensive needs assessment and CDIP.</li> <li>6. School and district food services staff does not have a regular meeting schedule supported by agendas with an opportunity to address compliance and best practice issues for their schools.</li> <li>7. School level food services staff does not publish monthly menus for distribution to parents or publication in the local media.</li> </ol>
Measurable Goal (To address Priority Need)
<ol style="list-style-type: none"> <li>1. The district will ensure that students arrive on time to school 100 % of the time.</li> <li>2. Councils will approve master schedules that ensure adequate time for students to eat their meals in each school in the district.</li> <li>3. District curriculum documents will be updated to include developmentally appropriate, basic health and nutrition information in each level and grade K-12.</li> <li>4. Teachers will use the curriculum documents to ensure instruction on based health and nutrition information.</li> <li>5. School and district food services staff will participate in monthly meetings focused on improving identified areas from the SI-SNP at the district office led by the Director of School Food Services.</li> <li>6. Schools will communicate the monthly menu to the students, parents and community each month.</li> </ol>

**SAMPLE Component** School Nutrition Program

District Name Hope Unified School District

Manager Paul McElwain

Date July 1 2006 – June 30, 2007

Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person (Use names)	Start Date	End Date	Estimated Resources and Costs	I PI NI
1.A.	Students will have adequate time to eat breakfast and lunch at school.	B. Donica J. Tackett	July 1 ↓	June 30 ↓	None	
2.A.	Master schedules for each school will reflect best practice for scheduling meal times for students.	B. Donica J. Tackett P. McElwain	↓	↓	None	
3.A 4.A	Students will receive developmentally appropriate instruction about basic health and nutrition as part of the school/district curriculum.	J. Tackett All teachers	↓	↓	None	
5.A.	School and district food services personnel will communicate effectively about the needs of students.	B. Donica P. McElwain	↓	↓	\$200 (Adm)	
6.A.	Students, parents and community members will have information about the school's menus and nutrition information.	B. Donica J. Tackett C. Meadows - PTA	↓	↓	\$3,000 (Com/Mktg)	

**CDP Branch Work Plan  
Implementation Rubric**

Score Point 4	Clear evidence exists that the activity has been fully implemented and the impact of the activity has been measured and documented.
Score Point 3	Evidence exists that the activity has been implemented, but impact of the activity has not been measured or documented.
Score Point 2	Some evidence exists that the activity has been implemented but impact of the activity has not been measured or documented.
Score Point 1	Limited evidence exists that the activity has been partially implemented nor the impact of the activity measured or documented
Score Point 0	No evidence exists that the activity has been implemented nor the impact of the activity measured or documented.
Blank	Not implemented.